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ABSTRACT

The Secondary Education Through Health Program (SETH) offers a means by which minority and disadvantaged high school students may acquire experience and knowledge in the health field while completing their senior year. Each year, a group of students from New York City high schools is selected to participate in the program, held at the Mount Sinai School of Medicine. In this report, the program's progress is documented for the 1976-77 academic year. The instructional component, the practicum and social service components, and the guidance/careers component of the SETH program are discussed. For each of these areas, objectives, methodology, outcomes, and recommendations are outlined. The four above mentioned components are explained in detail in the appendices of the document. Also presented are the curricula for high school English and math courses offered within SETH in addition to the course outlines for electives on child development, consumer health and hygiene, and social studies. A report by the program's social worker on the social services offered to SETH participants is also included. (GC)

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PUBLIC HEALTH SERVICE

SPECIAL HEALTH CAREERS OPPORTUNITY GRANTS

SECONDARY EDUCATION THROUGH HEALTH

REPORT

FY 1977

MOUNT SINAI SCHOOL OF MEDICINE

GRANT #02-0-000, 178-011-MBD-18

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U.S. DEPARTMENT OF HEALTH,
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Lloyd R. Sherman, Ed.D.
Director

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This report describes the progress of the Secondary Education Through Health Program in the academic year 1976-1977. The methodology employed here will be to outline the objectives of the program and to describe the outcomes. The methodology utilized in each component is also presented. A more detailed account of each component's activities are presented in the appendices of this document.

Program Goals and Assumptions

The purpose of the Secondary Education Through Health (SETH) Transition Program was to recruit qualified minority, educationally disadvantaged, senior level high school students to undertake a one year training program; to motivate them to improve their academic knowledge and skills, to identify and choose a career interest and to find a placement in a post-secondary program to further train for their career. The program's goals are achieved when the SETH graduate completes his training and finds employment, thereby returning to the community immediately the benefits invested through this special training program.

Two assumptions central to the concept of the Transition Program are first, that the senior year in high school is more often than not, one of marking time, where little educational benefit is available for students, and secondly, that late

adolescence is an important time developmentally, when the individual makes decisions which greatly effect the rest of their lives.

Methodology

The Transition Program views the student's education, training and retraining as a continuum; therefore, at the outset students begin planning for placement in a post-secondary school training program in a health career. The program combines remediation in science, mathematics, language arts and social sciences, with practicum placements in the hospital and medical center. Students spend 240 hours in 3 different placements during the year. Social services are provided which help students through personal and familial difficulties to achieve their training goals.

In FY 1976-1977 effective September 1976, 91 minority and educationally disadvantaged students were selected from Benjamin Franklin High School and Brandeis High School. These students had good attendance and performance records and had stated a strong interest in pursuing a high school program that would lead to post-secondary training in a health profession.

Program Structure

The program was implemented through the development and inter-relationship of five components: 1) instructional 2) practicum 3) careers guidance 4) social service 5) evaluation.

The instructional component provided instruction in basic subject areas and elective courses for a total of 91 SETH seniors from Brandeis, Benjamin Franklin and Julia Richman High Schools, in FY 1976-77. Instructional periods were 40 minutes in length and courses met four times a week, instead of the traditional 5 class meetings, to allow a three hour morning time slot, twice a week, for student placements in the hospital, laboratories or project work.

The practicum component provides a practical context in which students can improve basic skills. As previously mentioned, the practicum occurred in 3 hour morning time slots twice a week. For FY 1976-77, it allowed approximately 60% of SETH students to occupy a working role in a variety of areas in the hospital or laboratories. The remaining students were involved in one of three projects: a community health newsletter, an environmental science project or a videotape project which revolved around environmental problems as they relate to the community. Fifty-five SETH students from Benjamin Franklin High School had hospital experience for a minimum of one year and a maximum of two years, because of their involvement as 10th graders in the SETH Program.

Guidance/Careers, a third component of the program, provided information about health careers and individual counselling for SETH students on post-secondary training requirements for career choices, the completion of college applications and college selection.

The Social Service component provided individual coun-

SCHEDULE OF CLASSES

Winter Term 1976

TIME	MONDAY	RM	TUESDAY	RM	WEDNESDAY	RM	THURSDAY	RM	FRIDAY	RM
9:00	Reading	130	ENVIRONMENTAL		Advanced English	110	ENVIRONMENTAL		English 7B	130
	Intermediate Algebra	114			Child Dev.	114			Algebra I	114
	Am. Hist. IIA	106			Am. Hist. I	106			Am. Hist. IIB	106
	Science A	122			Science C	122			Study	L122
9:40	Study	L122	HEALTH		Study	L122	HEALTH			
9:45	English 7A	130			English 7B	130			Reading	130
	Geometry I	114			Algebra I	114			Intermediate Algebra	114
	Health Consumerism	106			Am. Hist. IIB	106			Am. Hist. IIA	106
10:25	Science B	122	PROJECTS		Study	L122	PROJECTS		Science A	122
	Study	L122							Study	L122
10:30	Advanced English	130			Reading	130			English 7A	130
Attendance	Child Dev.	114			Intermediate Algebra	114			Geometry I	114
	Am. Hist. I	106			Am. Hist. IIA	106			Health Consumerism	106
11:15	Science C	122			Science A	122			Science B	122
	Study	L122			Study	L122			Study	L122
11:20	English 7B	130			English 7A	130			Advanced English	130
	Algebra I	114			Geometry I	114			Child Dev.	114
	Am. Hist. IIB	106			Health Consumerism	106			Am. Hist. I	106
12:00	Study	L122			Science B	122			Science C	122
					Study	L122			Study	L122
12:00-12:50	LUNCH		LUNCH		LUNCH		LUNCH		LUNCH	
12:50	English 7C	130	English 7A	130	English 7C	130	English 7C	130	English 7C	130
	Algebra IIA	114	Geometry I	114	Algebra IIA	114	Int. Algebra	114	Algebra IIA	114
	Am. Hist. IIC	106			Am. Hist. IIC	106	Guidance/ Careers B	122	Am. Hist. IIC	106
1:30	Science D	122	Study	L122	Science D	122	Study	L122	Science D	122
	Study	L122			Study	L122			Study	L122
1:35	Testing Skills	130 114 106	Algebra IIA	114	Testing Skills	130 114 106	English 7B	130	Testing Skills	130 114 106
	Family S E 98		Am. Hist. IIC	106			Algebra I	114		
2:15	Study	L122	Guidance/ Careers B	122	Study	L122	Am. Hist. IIB	106		
			Study	L122			Guidance/ Careers D	122		
2:20	Crafts	130	Sp/Writing	130	Crafts	130	Sp/Writing	130	CLASS &	
	Algebra IIB	114	Algebra IIB	114	Algebra IIB	114	Algebra IIB	114	STAFF	
	Guidance/ Careers A	122	Am. Hist. IIA	106	Guidance/ Careers C	122	Am. Hist. I	106	MEETINGS	
3:00	Family S E 98		Job Skills	122	College Skills	106				

SCHEDULE OF CLASSES
SECONDARY EDUCATION THROUGH HEALTH

Spring Term 1977

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00	ENVIRONMENTAL	Adv. Lit. Research 130 Soc. St. Clinic 106 Science A 102 Video 114 Study 122	ENVIRONMENTAL	Science Writing 130 Applied Math 114 Science C 102 Study 122	Lit. Research 130 Intro. to Geom. 114 Economics 106 Science B 102 Study 122
9:45		Lit. Research 130 Intro. To Geom. 114 Economics 106 Science B 102 Study 122		Adv. Lit. Research 130 Soc. St. Clinic 106 Science A 102 Video 114	Lit. Research 130 Hygiene 106 Science B 102 Video 114 Study 122
10:25		Science Writing 130 Applied Math 114 Science C 102 Study 122		Adv. Lit. Research 130 Science A 102 Study 122	Adv. Lit. Research 130 Soc. St. Clinic 106 Hygiene 114 Science A 102 Study 122
10:30		Science Writing 130 Science C 102 Study 122		Lit. Research 130 Intro. to Geom. 114 Science B 102 Study 122	Science Writing 130 Applied Math 114 Science C 102 Study 122
11:15	PROJECTS	Science Writing 130 Science C 102 Study 122	PROJECTS	Lit. Research 130 Intro. to Geom. 114 Science B 102 Study 122	Science Writing 130 Applied Math 114 Science C 102 Study 122
11:20		Science Writing 130 Science C 102 Video 114 Study 122		Lit. Research 130 Intro. to Geom. 114 Science B 102 Study 122	Science Writing 130 Applied Math 114 Science C 102 Study 122
12:00					
LUNCH		LUNCH		LUNCH	
12:50	Rdg./Writ. Clinic 130 Geom. II 114 Am. Hist. II 106 Science D 102 Study 122	Child Dev. 130 Geom. II 114 Am. Hist. II 106 Study 122	Rdg./Writ. Clinic 130 Geom. II 114 Am. Hist. II 106 Science D 102 Study 122	Rdg./Writ. Clinic 130 Geom. II 114 Am. Hist. II 106 Science D 102 Study 122	Child Dev. 130 Geom. II 114 Am. Hist. II 106 Study 122
1:30					
1:35	Trig. 114 Am. Hist. II 106 Psychology 102 Study 122	Trig. 114 Am. Hist. II 106 Psychology 102 Study 122	Rdg./Writ. Clinic 130 Economics 106 Science D 102 Study 122	Trig. 114 Am. Hist. II 106 Psychology 102 Study 122	Trig. 114 Am. Hist. II 106 Psychology 102 Study 122
2:15					
2:20	Applied Math 114 Economics 106	Hygiene 106 Crafts 130	Trig. 114 Soc. St. Clinic 106	Hygiene 106 Crafts 130	Staff Meeting
3:00	Life Skills		Life Skills		

selling for students who were experiencing emotional, social or health problems.

The evaluation component was concerned with a task analysis study which attempted to formulate some hypotheses about differences observed in students' classroom performance as opposed to students' placement performance.

The unifying objective of all components was motivation through exposure, mastery of basic skills through motivation, with the eventual result being the pursuit of a career in the health field or post-secondary training.

I. Instructional Component

Special instruction in English and mathematics was offered to all students as part of their regular academic program. Additional elective courses in Psychology, Child Development, Hygiene, Health Consumerism and Guidance Careers were also provided.

Science instruction in Environmental Chemistry was provided by the Environmental Health Grant FY 1976-77. Social Studies instruction in American History I, American History II, Economics and Social Studies Clinic were provided by the Board of Education through an instructor from Benjamin Franklin High School, one of 3 participating high schools.

Detailed reports of what was done in the social studies area is attached. (See Appendix G)

Objectives

The objectives of the instructional component were:

- 1) to improve the students' basic skills in all subject areas

which are relevant to their completing high schools and entering a health field or pursuing post-secondary training in that field 2) to insure that students successfully met basic competency levels in reading and city-wide examinations which are pre-requisites to graduation with a diploma 3) to increase student motivation thereby significantly increasing passing percentages in all subject areas.

Methodology

The instructional component of the SETH Program was committed to small group and, when possible, a one-to-one learning situation for students. The thrust was on improvement of basic skills relevant to their completing high school and entering a health field or pursuing post-secondary training required for that field. Class size ranged from a minimum of 6 to a maximum of 22; the average class size was 15 students.

The assumptions on which these commitments to small group and one-on-one learning are based are threefold:

- 1) the mastery of basic skills is a primary pre-requisite in the pursuit of training in a health field or entry into a post-secondary training situation
- 2) small groups and individual instruction allow for maximum student exposure to techniques for acquiring these skills and greatly increases the chance for student success
- 3) the greater academic success enjoyed by the student, the greater the odds are that he will complete high school and either pursue a career in a health field or involve himself in post-secondary training.

Outcomes

The instructional component successfully met objectives 2 and 3, as indicated by the following data: 1) 98% of the who were reading below 8.0 when they entered the program in September 1976, above 8.0 as of June 30, 1977, of the scores were measured by the Metropolitan Achievement Test, Advanced Forms F, G, H; and 35% the New York Reading Test, Grade 9 2) 90% of the SETH students passed the English City-Wide examination, a pre-requisite for graduation with a diploma 3) 98% of SETH seniors passed their City-Wide examination in social studies, a pre-requisite for graduation with a diploma.

Recommendations

Recommendations for the Instructional Component include: 1) continued development of basic skills work into all subject areas 2) development of curriculum in all subjects around topics which are relevant to the students' interest in the health field 3) the development of the independent study project and individual work in all subject areas as a means for providing students with an opportunity to work within their own time schedule under the guidance of a staff member, pursuing a topic which interests them.

II. Practicum Component

Each student spent approximately 240 hours as an apprentice in a placement or project experience within Mount Sinai Medical Center. The objectives of the practicum were : 1) to derive from their experiences the motivation to continue their training and preparation for a health career on the post-secondary level.

TABLE I - PASSING AND FAILING PERCENTAGES IN SUBJECT AREAS

TERM:	September 1, 1977	Pass	Fail	February 1, 1977	Pass	Fail
SUBJECT:	English			English		
COURSE:	Advanced English	96%	4%	Adv. Literary Research	82%	18%
	Intermediate English	87%	13%	Literary Research	84%	16%
	Testing Skills	95%	5%	Science Writing	93%	7%
				Library Skills - Research	68%	32%
				Reading/Writing Clinic	100%	0%
TERM:	September 1, 1977	Pass	Fail	February 1, 1977	Pass	Fail
SUBJECT:	Mathematics			Mathematics	85%	15%
COURSE:	Pre-Algebra	98%	2%	Applied Math	100%	0%
	Algebra I	100%	0%	Introduction to Geometry	73%	27%
	Algebra II	100%	0%	Geometry II	100%	0%
	Geometry	96%	4%	Trigonometry		

TERM: September 1, 1977

	Pass	Fail
SUBJECT: Science (Environmental Health)		
COURSE: Science A	92%	8%
Science B	93%	7%
Science C	92%	8%
Science D	91%	9%
Special Projects	91%	9%

TERM: September 1, 1977

	Pass	Fail
SUBJECT: Social Studies		
COURSE: Economics	83%	17%
Social Studies Cl.	100%	0%
Am. History II A	67%	33%
Am. History II B	100%	0%

TERM: September 1, 1977

	Pass	Fail
SUBJECT: Guidance Careers Electives		
COURSE: Consumer Health	93%	7%
Child Development	96%	4%
Guidance Careers	89%	11%

February 1, 1977

	Pass	Fail
Science (Environmental Health)		
Science A	100%	0%
Science B	88%	12%
Science C	85%	15%
Science D	100%	0%
Special Projects	100%	0%

February 1, 1977

	Pass	Fail
Social Studies		
Am. History I	80%	20%
Am. History II A	83%	17%
Am. History II B	92%	8%
Am. History II C	95%	5%
SAT	89%	11%

February 1, 1977

Guidance Careers Electives		
Child Development	87%	13%
Hygiene	93%	7%

Methodology

Students occupied roles with health professionals in 24 placements in Mount Sinai Medical Center (See placement lists attached to Appendix D), in the medical center in clinics, research laboratories and business offices. The other SETH students were involved in Environmental Health Special Projects, including the Environmental Health Video Workshop. For fuller description of student activities in hospital placement or video project, see Appendix D. The methodology for orientating students to project and placement activities were carried out by the Environmental Health instructor and the placement coordinator respectively, in small group and one-on-one instruction, providing students with the guidance and support required for them to make a successful transition from classroom to workplace. In the fulfillment of work roles in the hospital or in the activities required to develop and complete projects, students learned by doing. The focus was on the student performing in an active role, either, as in the hospital, in a service capacity, or in project work, in a research capacity.

Outcomes

Data provided by the Health Careers Survey (Attached to Appendix D) administered to SETH students at the conclusion of each term indicates that the practicum objectives were successfully met. In that survey: 1) 95% of the SETH students placement supervisors indicated that the practicum experience taught students responsibility, accountability and cognitive,

and interpersonal skills 2) 88% of the SETH students indicated that they would pursue a health career (allied or professional) as a direct result of their placement or project experience 3) 72% of graduating SETH students were accepted by post-secondary institutions which have training programs in a variety of health careers. (See Table II for passing and failing percentages in each practicum area.)

Recommendations

1) Follow-up procedures implemented by the staff members in charge of placements and the program coordinator resulted in an increase of confidence in the students on the part of the hospital staff, an upgrading of student performance and at the conclusion of the school year

2) Need to develop curriculum syllabus for placements with assignments and related reading assignments.

3) The implementation of a required placement or project rotation to give broader exposure to new areas.

4) An increase in communication between the practicum instructor and those health professionals involved in the student's activities, resulting in an improved match between student abilities and the tasks which they are to perform.

III. Guidance/Careers Component

Objectives

1) To assist students in planning an academic program for their senior year which would satisfy student credit requirements, interests and abilities. 2) To make information on health career opportunities available. 3) To encourage

TABLE II - PASSING AND FAILING PERCENTAGES IN PRACTICUM ACTIVITIES

TERM: September 1, 1977		Pass	Fail	February 1, 1977		Pass	Fail
SUBJECT: Practicum				Practicum			
COURSE:	Hospital Placement	100%	0%	Hospital Placement	100%	0%	
	Special Projects	91%	9%	Special Projects	100%	0%	
	Video Workshop	100%	0%	Video Workshop	100%	0%	

- 8 A -

students to pursue post-secondary training in a health field.

4) To counsel students on college choices and to work with the students individually to complete the college application and financial procedures.

Methodology

Students met regularly with SETH guidance counselor in a office fully stacked with relevant catalogs and reference materials. The students were guided through an orientation, search, and application phase. Parents meetings were held to advise them of their childrens aspirations and objectives. SETH guidance personnel worked closely with the guidance personnel of participating high schools to insure that individual program needs were being met. One on one sessions, i.e., large group sessions for filling out forms, visits to college campuses, visits by admissions officers.

Outcomes

The following data from records maintained by the Guidance/Careers Component indicate that all objectives were met.

- 1) Of the 91 students registered in September 1976, 4 graduated with diplomas in January, 1977 and 9 returned to their participating high schools; 70 of the 78 SETH students enrolled for the spring term, February 1, 1977 graduated from high school in June 1977. Overall 90% of the students who completed the program graduated with a diploma or certificate.
- 2) 62 (or 74%) of the June 1977 graduating class received high school diplomas; 8 received attendance certificates. (N.B. In order to receive a high school diploma in the city of New York a student must accrue 38 credits in required subject areas,

fulfill physical education requirements, pass city-wide examination in English and Social Studies and achieve a minimum reading level of 8.0 on a reading test recognized by the New York City Board of Education. Failure to fulfill anyone of these requirements results in the students receiving an attendance certificate in lieu of a diploma.

- 3) Over 200 applications were processed for 63 SETH seniors applying to college for September 1977.
- 4) As of June 30, 1977 63 students were accepted by one or more post-secondary institutions. (See list of college acceptances attached to Appendix E.)
- 5) 3 SETH seniors received UFT scholarships (\$1,000 a year for four years) effectived September, 1977 and the remaining 60 students received financial aid in the form of federal grants, loans or work-study programs.
- 6) The average montly percentage of students in attendance for the fall term was 88.2% and 89% for the spring term.

Recommendations

- 1) Development and implementation of a full year guidance/careers course which each SETH senior would take to get information about open health fields, training, and post-secondary institutions offering training.
- 2) Increased communication and cooperation between the guidance personnel of all participating high schools and the SETH guidance staff.
- 3) Further development of test taking skills curriculum into all major subject areas, and the development of Guidance/ Careers course in preparation for achievement on college board examinations.

Social Service Component

The objectives of the Social Service Component were:

- 1) Help resolve personal problems that are responsible - related to student dysfunction academically, social and goal clarification.
- 2) To provide the professional guidance and support students require in their quest for career goals and identities as responsible adults.
- 3) To develop linkages between the SETH Program students and the Adolescent Health Center, Pediatrics, Psychiatry and other relevant hospital clinics.
- 4) The development of student workshops on such topics as college skills, job skills and life skills.

Methodology

The social worker provided individual counselling for SETH students who requested help or were referred to her by teaching staff or the staff of the Adolescent Clinic. She provided follow-up help where indicated and arranged for students to receive assistance from outside agencies where and when needed. (See Appendix F)

Outcomes

- 1) 100% of the students were seen at least once by the social worker.
- 2) 70% of the students were seen on a continuing basis.
- 3) 25% of those students seen on a continuing basis

involved their families with the social worker in the solution of their problem.

4) 50% of the cases involving students seen on a continuing basis necessitated the use of supportive services, i.e., city and community agencies, medicaid, welfare and hospital staff.

5) The social service component provided supportive counselling for at least 25 graduates of the program.

Recommendations

1) That the services of the social worker continue to provide the professional guidance and support students require in their quest for career goals and the consequent familial and social problems which arise from that quest.

2) That social work graduate students who provide services through the running of small groups throughout the school year work more closely with the regular teaching staff insuring that such groups are instructional as well as therapeutic.

APPENDIX A

SETH - ENGLISH

By

CARLA ADERENTE

ENGLISH PROGRAM FINAL REPORT

By Carla Aderente

The 1976/1977 SETH English curriculum was developed in response to three overriding factors: the varied reading and writing abilities of SETH students, the requirements mandated for high school graduation with a diploma, and the environmental health orientation of the SETH program. These factors taken individually or in combination influenced the overall goals and performance objectives, the courses offered, the appropriateness of grouping students, the objectives set for each individual course, and the results achieved.

Goals:

The overall goals and objectives of the English curriculum were four:

- 1) To achieve an increased awareness of and demonstrated improvement in basic skills, i.e., vocabulary acquisition, word choice and usage, sentence structure, reading comprehension, and expository writing.
- 2) To expand students' ability to summarize and analyze a variety of prose forms.
- 3) To assist students in developing a strategy for doing research papers.
- 4) To enable students to recognize and comment on environmental issues found in their readings and/or research.

In relation to the first goal, two continuing performance objectives were set for all students: to achieve a standardized reading schore of 8.0 and to pass the city-wide examination in English.

All other performance objectives and the means for achieving these objectives were instrumental in improving basic skills and in assisting the students in meeting the above mentioned requirements for graduation.

Baseline tests (both standardized and teacher-devised) were administered in September and again in January to assess the students' reading levels and their knowledge of the basic skills required for passing the city-wide examination.

All English classes engaged in activities related to vocabulary acquisition and reading comprehension. A partial list of these individualized, small group, and class activities include: exercises on pronunciation, dictionary use, and the identification of synonyms and variations in meaning and usage; directed group work on short passages with comprehension questions; and small group or individual projects in summarizing short articles and stories. On the Metropolitan Achievement Test, Advanced Form, in January 36 students had not achieved the required 8.0 reading score. These students were given at least three, and in some cases four subsequent standardized tests. The New York City Reading Test, Grade 9 was administered at the parent schools on February 17 and again on May 17, the third Metropolitan Achievement Test at SETH on May 25. Students who still fell short of the 8.0 level were again tested in June.

Previous City-Wide Examinations were used for baseline testing and as practice exercises in reading comprehension, spelling, dictionary use, standard English grammar, general knowledge, and composition. Students kept a record of the results of each practice exercise--particularly on their compositions--noting improvements as well as areas of weakness. In addition, 13 of the 16 students who still needed to pass the City-Wide Examination in June were enrolled in the same course, Reading and Writing Clinic. These students dealt most specifically with writing skills, worked individually on a ten-page review booklet, sat for mid-term and final "mock" City-Wides, and attended two intensive review sessions during the week of the exam. These students took the city-wide examination in English at their parent schools on June 16.

Course Description and Methodology:

The following English course related to general objectives 2, 3, and 4 outlined on page one, as well as the improvement of writing skills; Science Writing and Research, Library Research and Advanced Literary Research were offered:

Science Writing and Research: The methodology employed in improving grammar and usage, developing expository writing skills, and in becoming familiar with the format of a research paper involved class and individual use of a workbook of grammar exercises with an environmental science content; choosing a topic of environmental interest, finding resource

final research paper, first submitting a rough draft of each part, correcting and then combining the parts in to a finished product.

The Advanced Literary Research group followed the same outline of activities with the addition of the reading of a play concerning environmental pollution. This involved group discussions and worksheet notes on the various positions taken on this environmental issue. The students then related this situation to environmental concerns in their community, in New York City, and in society in general.

Outcomes:

The outcomes of each of the courses and of the general objectives were; by June 72 out of 76 students had achieved an 8.0 reading level on one of the standardized tests given during the 1976/1977 school year. 50 of the 72 students scored 8.0 on the Metropolitan Achievement Test; 22 reached that level on the New York City Reading Test, Grade 9; and the remaining four students had scored 8.0 prior to September, 1976 (See APPENDIX A for summary of the Metropolitan Reading Test results). Sixty-nine out of 76 students passed the English City-Wide Examination; 53 in January and 9 of the remining in June. Overall most of the students showed a marked improvement in recognizing and being able to correct "obvious" grammatical errors: i.e. fragments, run-ons, verb forms, and endings. All students learned to summarize, and

materials in the library, group practice in formulating working outlines on different topics, group and individual notetaking and summarizing; each student then expanding his or her working outline into a formal outline and submitting a research paper with footnotes and bibliography.

Literary Reserach: Students in this course were involved in developing expository writing skills, dealing with the form and content of short stories, and devising a research strategy for a paper on one author showing how his life and times influenced his fiction. The methodology included the following types of activities: Baseline compositions were given in summarizing biographical material from more than one source and in analyzing separately the plot, the main character, the point of view, and the total effect of one short story. A group outline was formulated for future biographical summaries. Students worked in groups on portions of worksheets analyzing and comparing elements in different short stories and then combined their information. Group readings were held on several authors, their lives and one or two stories each. Discussions were held on such environmental themes as the psychology of fear, attitudes towards food, the effect of parents on children, the effect of a particular society on an individual, and the effect an author's life may have had on each story read. Finally students worked individually, in the library, and in consultation with the teacher on a

analyze either fiction or library research materials in order to prepare research papers. The students were generally thorough, cohesive, informative, and in several cases showed deepening insight into such areas as topic, the meaning of a work of fiction, or into an environmental cause/effect relationship. In terms of attention to format, i.e., spacing, margins, footnotes, and bibliography students performance was less than desirable. This was perhaps due to the fact that fairly cursory attention was given to this in the form of a four page outline which perhaps should be revised to include practice exercises. The final exams which were comprehensive, resulted in 80% passing; and approximately the same percentage passed for the term.

Discussion:

The 1976/1977 English curriculum succeeded in accomplishing the goals and objectives described. The failures of certain students, particularly the seven students who failed the city-wide examination, and the continued evidence of weakness in reading and writing skills is a city-wide, indeed nationwide phenomenon. In the case of this year's SETH students this is partially due to the difference between the language spoken and the language students are asked to read and write in the school setting. Individual motivation and one-to-one instruction for those students in need of basic remedial work is highly recommended for the future. In addition, a choice of specific, practical projects should be given to

each student, whether they be in visual, verbal, or written form. This would result in more creative, dynamic learning, by giving each student an opportunity to rely on himself to acquire the skills needed to complete the project, particularly if it is one that responds to a need in the student, in the program, or in the community.

APPENDIX A: Final Report on SETH Senior Metropolitan Reading Scores

The results of the September Metropolitan Reading Test, Advanced Forms F and G, showed that the majority of the seniors (50 out of 80) scored between 6.5 and 10.0 in Total Reading, with the same majority scoring between 6.5 and 9.7 in Vocabulary and between 6.5 and 10.0 in Comprehension. (See Table I) The mean reading score was 7.8. In all, 36 out of 80 students scored above 8.0.

The results of the January Metropolitan Reading Test, Advanced Forms F and G (a student took F if G was done in September, or G if F was done in September) show some encouraging improvement, the majority (50 out of 79) scoring between 6.5 and 10.4 in Total Reading, with the same majority scoring between 7.0 and 10.0 in Vocabulary and between 6.3 and 11.0 in Comprehension. (See Table I) The mean reading score was 8.3. Although there were 30 students who either lost .5 to 1.9 years or showed no change, the median gain of the remaining 51 students was .5 years, with the greatest gains being made by those students who scored between 7.0 and 9.0 in September (See Table II). Eight more students scored above 8.0 bringing the total to 44 out of 79.

The results of the June Metropolitan Reading Test, Advanced Form H, continued to show improvement. The majority (50 out of 76) scored between 6.8 and 10.8 in Total Reading, with the same majority scoring between 6.7 and 9.5 in Vocabulary and between 6.5 and 11.2 in Comprehension (See Table I). The mean reading score was 8.7 (as compared to 7.8 in September and 8.3 in January) as reflected in Table I. Although there were 35 students who either lost .1 to 2.4 years or showed no significant gain, the median gain of the

remaining 41 students was .4 years, the greatest gains being made by those students who scored between 5.0 and 7.0 in January (See Table III). Six more students scored above 8.0 bringing the total number of students who achieved this score on the Metropolitan Achievement Test during this year to 50 out of 76.

Of the total number of students (50) who scored 8.0 or above by June of 1977, 14 of the 50 achieved 8.0 between October and June. The mean gain of the entire senior class from September to June was .9 years. The overall gain in the reading scores is related to a gain primarily in comprehension. As can be observed in Table I, the vocabulary scores remained fairly constant at the 7.0-7.9 level while the comprehension scores showed a more significant overall gain.

TABLE I

Final Report on SETH Senior Metropolitan Reading Scores
(1976-1977)

Grade Level	Vocabulary			Comprehension			Total Reading		
	Sept.	Jan.	June	Sept.	Jan.	June	Sept.	Jan.	June
0 - 3.9	1	1	2	1	1	1	1		2
4.0 - 4.9	1	2	2	2	3	3	3	4	2
5.0 - 5.9	9	9	4	12	8	6	7	8	3
6.0 - 6.9	11	6	7	10	13	10	10	9	9
7.0 - 7.9	29	21	26	21	17	10	24	13	12
8.0 - 8.9	11	11	14	13	10	17	16	20	25
9.0 - 9.9	7	14	10	6	8	12	5	6	8
10.0 - 10.9	5	4	3	6	5	3	7	8	8
11.0 - 11.9	4	4	5	8	9	8	4	6	3
12.0 - 12.9	3	5	3	2	5	6	4	5	4
TOTALS	81		76	81		76	81	79 *	76

* 2 incompletes

TABLE II

Mid-Year Report on SETH Senior Metropolitan Reading Scores
(1976-1977)

Grade Level	L O S S			—0—	G A I N		
	(2.0-2.9)	(1.0-1.9)	(.1-.9)		.1-.9	1.0-1.9	2.0-2.9
0 - 3.9							
4.0 - 4.9					3		
5.0 - 5.9		1	2		1	3	
6.0 - 6.9		2	1		4	2	1
7.0 - 7.9	1	1	5	2	11	2	1
8.0 - 8.9		1	4		6	3	1
9.0 - 9.9		1	1		2	1	
10.0 -10.9		1	2		4		
11.0 -11.9	1	1	1			1	
12.0 -12.9			1	1	3		
TOTALS		27		3		49*	

79*

* 2 incompletes included in "51" in memo

TABLE III

End-Year Report on SETH Senior Metropolitan Reading Scores

Grade Level	L O S S			--0--	G A I N		
	2.0-2.9	1.0-1.9	.1-.9		.1-.9	1.0-1.9	2.0-2.9
0 - 3.9							
4.0 - 4.9		1			1	1	1
5.0 - 5.9		1	1	1	1	4	
6.0 - 6.9		1	4		2	4	
7.0 - 7.9		1	2	1	5		1
8.0 - 8.9		1	4	1	13	2	
9.0 - 9.9		1	4		1		
10.0 - 10.9	1	1	2		3		
11.0 - 11.9			3		2		
12.0 - 12.9		1	2	1			
TOTALS	31			4	41		

APPENDIX B

MATH PROGRAM FINAL REPORT 1977

By

James De Metro

MATH PROGRAM FINAL REPORT

Goals:

By James De Metro

As a result of the varied math abilities of SETH seniors during the 1976-77 school year. the SETH Mathematics Program had at its foundation 3 major objectives:

- 1) To place each student in an appropriate math course.
- 2) To include basic arithmetic skills throughout all the math courses.
- 3) To give students who have performed poorly in math classes in the past a more positive and successful experience with mathematics.

The objectives were designed to upgrade the math abilities of the students in SETH. Basic skills were included throughout all the math courses but not as the major objective of the courses. Math ability was defined as an ability to derive at conclusions about the elements of mathematics by accepted logical processes. Mathematical concepts were the major objectives of the math courses offered and basic skills entered when the concept was applied in a problem. For objective 1, an appropriate math course was defined as 1) a mathematics course and not an arithmetic course 2) a math course which included topics the student was unfamiliar with 3) a course in which the student could succeed. It is in this way that objectives 1 and 3 are related. Objective 3 would seem to be included by objective 1, however, it is entirely possible that a student be in an appropriate math class but for a variety of reasons still be doomed to failure. It is for this reason objective 3 is stated explicitly. The four courses offered during the

spring 1977 term were:

- 1) Applied Mathematics - This course was divided into 3 six week mini-courses. The first mini-course was on the metric system where students learned its base 10 system, computed English system equivalents, made measurements, and performed basic arithmetic operations with metric units. The second mini-course was on ratio and percent. Describing situations numerically (expressing as ratios), converting ratios and decimals to percents, and verbal problems involving percents were all included in this mini-course. The 3rd mini-course was on statistics. Students again described situations numerically, calculated and interpreted means and standard deviations, identified mode and range, made frequency tables and graphs.
- 2) Introduction to Geometry - This course served as a pre-geometry course for students who had never had geometry before. Its approach was conceptual and introduced students to basic geometric figures and their properties. Students performed construction and measurements using Euclidean tools, and solved problems by applying geometric theorems. Two weeks were taken out to investigate the metric system similar to the applied math course.
- 3) Geometry II - This course dealt with writing formula geometric proofs and solving problems involving circles and similar polygons. Also studied was the trigonometry of

the right triangle and areas of polygons.

- 4) Trigonometry - This course defined the six trigonometric functions and their relationships with each other (co-function and reciprocal functions as well as various identities involving the six trigonometry functions). Students used these relations to solve a variety of problems including proving trigonometric identities, solving various types of trigonometric equations, writing equations of trigonometric curves as well as sketching these curves from their equations.

Methodology:

The students were divided into 4 groups each taking one of the courses described above. The four groups were:

- 1) General math students - This group of students had a history of having conceptual and computational difficulties in mathematics. They took the applied math course which was the course dealing with skills most intensely while at the same time introducing the students to mathematical topics that were new to them. In this course individualized work was common with a concern toward the process by which the students acquired the concept and skill. Concepts were demonstrated rather than explained and basic arithmetic skills were included.
- 2) Potentially math-able students - These were students who were borderline algebra students, but by the assessment of the teacher showed some promise of growth in math ability.

They took the Introduction to Geometry course not having taken any geometry before. This course was basically conceptual in its approach but also included basic skills as a by-product. It drew on real models and illustrations to demonstrate geometric concepts and properties. It took an informal, intuitive approach to the subject of geometry as a way of preparing students to a more formal and structured course.

3) Math-able students who have not gone beyond elementary algebra.

These students were placed into the traditional high school geometry course because it was the opinion of the instructor that they could do this work. Half of the class had previously been enrolled in this course while at their high school, but had dropped out early in the semester due to an inability to keep up. The pace, therefore, was slower with a heavy emphasis on logical reasoning and writing proofs. It was felt that these students could handle more abstract mathematical materials.

4) Math-able students who have completed algebra and geometry.

This group had at least moderate success in mathematics and were ready to take a traditional high school trigonometry course.

Outcomes:

A pre-test was administered in each course to determine the

extent of each student's knowledge about the course they were about to study. It was expected that their performance on this test be poor, not to insure that they were placed at their appropriate level (the post-test results would be a better indicator of that) but to insure that the students would not be studying already learned material.

	<u>No. of quest.</u>	<u>Mean no. of correct Pre-test questions</u>	<u>Pre-Test Standard Deviation</u>
Applied Math	22	0	0
Intro. to Geo.	27	0	0
Geometry	16	0	0
Trigonometry	17	0	0

	<u>No. of quest.</u>	<u>Mean no. of correct Post-test questions</u>	<u>Post-Test Standard Deviation</u>
Applied Math	22	15	4
Intro. to Geo.	27	23	2.60
Geometry	16	10	2.75
Trigonometry	17	12.5	2.40

The pace and cognitive level was very difficult to determine so that optimum learning would take place. The applied math course was highly successful since it gave students who had only taken arithmetic courses a mathematics course. They showed that they were capable of high school level mathematics if the appropriate courses were available. The Introduction to Geometry course was statistically the most successful.

Hopefully many of these students will now be better prepared for a more formal and abstract geometry course. The Geometry course was only moderately successful. As mentioned earlier about half the students had previously dropped geometry in their regular high school. These students were only able to master 1 semester's work in two semesters. The trigonometry course yielded results similar to a typical high school trigonometry class.

Discussion:

The SETH Math Program, got away from the linear view of learning first arithmetic skills then algebra and geometry. There is no reason to believe that arithmetic skills are good predictors of math ability. Research shows that there is almost no relation between arithmetic skills and math ability.¹ The idea was to create a need on the part of the student for basic skills. It is not enough to ask the student to have faith that the basic skills will be useful to him in the future. The fact is that unless the student can recognize the application of a basic arithmetic operation in a situation, his basic skills will not be useful to him. By teaching interesting math topics which require computational proficiency, the student not only experiences a need to know how to compute to solve the problem, but is also experiencing an application of the computation. This will increase his arithmetic skills as well as upgrade his math ability.

Outcomes:

Basic skills should be included in all math courses no

matter what level. By students seeing more and more applications of basic skills, their transfer power and retention will presumably be increased.² It is therefore, more important that a measure for math ability be found to decide where students should be placed rather than using standardized tests of computational ability to place students in many courses. It is also valuable to include a motivational theme throughout the math curriculum where appropriate applications of the math topics to health are presented i.e., trigonometric curves and sound waves or EEG's. This serves to further concretize the concepts in an area which students are interested in and know something about, specifically health. Another important factor to consider is related to the objective of getting students to succeed where they've failed before. It is important to provide not only mini-courses students may take, but also to develop independent study and individualized work for absentees or for students who are struggling to learn the material. Students so often tune-out when they have fallen behind, not only because of the difficulty in catching up but also because there is often no means to do it.

1. Coleman, R.M., An Analysis of Certain Components of Math Ability and an Attempt to Predict Math Achievement in a Specific Situation. (Doctoral Dissertation, Indiana University, 1956)
2. Ausubel, David, The Psychology of School Learning, 1962. Ausubel produces studies which suggest that meaningful learning is retained and transferred better than rote learning.

APPENDIX C

SETH - ELECTIVE

By

Barbara Lonesome

ELECTIVE PROGRAM FINAL REPORT 1977

By Barbara Lonesome

Child Development

Goals and Objectives

- A) To attain an awareness of the necessary and inter-dependent component for healthy development of a child.
- B) To become sensitive to the needs of children.
- C) To learn and appreciate parental responsibility, thus gaining some insight in terms of behavior of parents.

Course Description

Child Development I in the fall term met 3 days a week (Monday, Wednesday, Friday) and had an enrollemnt of 15 students (13 girls and 2 boys). The course started at the beginning of the second marking period and by the end of the term we were able to complete reproduction, fetal development, pre and post-natal care, the role of father, siblings, and relatives in preparation for a new baby, different methods of childbirth, Apgar score to determine the healthy newborn.

Methodology

- A) Student documentation
 - 1. Notes given in outline form
 - 2. Vocabulary and Spelling lists
- B) Evaluation Method
 - 1. Homework - 2 times per week
 - 2. Exam - every 2 weeks
 - 3. Two reports on a selected topic, e.g. Disorders of pregnancy
 - 4. Recitation

C) Activities

1. Films with follow-up discussion
2. Field trip to New York Foundling Hospital

D) Student Resources

1. Baby Care Workbook
2. Child Care Pamphlets

Outcomes

At the end of the course 75% of the students were able to; define child development, the needs and how they relate to each other, state the need for adequate prenatal care and why each element is essential for proper child development; list 5 characteristics which distinguished one child from another, state the 3 stages of pregnancy and the significance of each stage in terms of development, list 3 developmental changes for 3 months of fetal development, communicate 10 new vocabulary words concerning male and female reproductive system, conception, pregnancy, child-birth and child care.

The number of students passed, 11; number of students failed, 4.

In the spring term Child Development I was offered again, met 2 times per week (Tuesday, Friday) and had an enrollment of 6 students. Due to a diminished time schedule, the course was streamlined.

Goals and Objectives

To attain an awareness of the necessary and interdependent component for healthy development of a child.

Topics: reproduction, fetal development, pre and post-natal care, different methods of childbirth, Apgar scale to determine the healthy newborn, birth defects.

Methodology

A) Student documentation

1. Notes given in outline form
2. Vocabulary and Spelling lists

B) Evaluation Method

1. Homework - 1 time per week
2. Exam - 1 per month
3. Recitation

C) Activities

1. Films with written assignment and follow-up discussion.
2. Listen and discuss topics provided by EDC on birth defects.

D) Student Resources

1. Baby Care Workbook
2. EDC Material - Module III - "Will My Baby Be Healthy" and Birth Defects.

Outcomes

At the end of the course 87% of the students were able to: define child development, the needs and how they relate to each other, state the need for adequate prenatal care and why each element is essential for proper child development; list 5 characteristics which distinguish one child from

another, communicate 10 vocabulary words concerning male and female reproductive systems, conception, pregnancy, child-birth, child care.

Recommendations

The goals and objectives as set for both terms were accomplished. However, the 3 day per week schedule would be preferable to 2 days, because better coordination of lessons, reports, and activities could take place. Child development is an important component of student learning, because it allows students as much as possible to learn about reproduction, pregnancy (adolescent and adult) on concepts of parenting. It gives students some awareness of parental responsibility which often helps them in their particular family situations. As a result, it is felt that the course should be given more serious consideration in terms of scheduling and programming.

Consumer Health - Hygiene:

Goals and Objectives

The goal of both courses was to produce a knowledgeable health consumer and to achieve awareness among students concerning practices for maintaining good personal health.

Course Description

In the fall term 26 students were enrolled in Consumer Health. The course met 3 times per week. In the spring term the course changed to Hygiene to accommodate students requiring a credit in health education. The course also met 3 times per week. The course involved defining and examining the

elements of health, disease and measures needed to maintain good health. It included the areas of health screening, choosing a good physician and hospital, identifying different medical and dental specialists, consumer health, sex education, drug education and major health problems.

Methodology

A) Form of student documentation

1. Notes given in topic outline form.
2. Vocabulary and spelling tests

B) Evaluation Method

1. Homework - 2 times per week
2. Reading Assignments - 2 times per week
3. Exams - 1 every 3 weeks
4. Quiz - 1 every week
5. Recitation
6. 1 written report - "Obesity and Health"
"Additives and Preservatives"
7. Habituation project - students all to give up something they enjoy for one week and keep log of feelings and activities, e.g. stop drinking coca cola.

C) Student Resources: Text - "Making Health Decisions" Newspaper Articles - Encyclopedias.

Outcomes

At the end of the term, 80% of the students were able to identify 10 medical specialists and 5 dental specialists; identify 10 hospital departments; identify 5 consumer health problems, including use of appropriate consumer agencies; list 5 different categories of drugs with examples of each; identify 3 major health problems, state screening measures and possible treatment. Example, cancer, state the 3 components which characterize the healthy individual, distin-

guish between physical illness and psycho-somatic illness;
state 5 needs of the individual in order to remain healthy.

Recommendations

The examination and recitation data show that the general goals were accomplished. There are no reommendations to be made.

APPENDIX D

PRACTICUM PROGRAM FINAL REPORT 1977

By

Barbara Lonesome

Raymond Daum

PRACTICUM PROGRAM FINAL REPORT

By Barbara Lonesome

Practicum

Goals and Objectives

To provide the students with realistic and acceptable career role models, and explore them to health careers.

Course Description

A total of 45 students participated in the Hospital and Environmental Science practicum. Students worked closely with and were supervised by one member of the staff in the selected area. Placements were assigned, as much as possible, according to student request. Placement assignment and coordination of placement activities were handled by the SETH student health instructor. Students were placed in the areas: Animal Research, Endoscopy, Quality Assurance (utilization Review), Data Processing, Emergency Room Laboratory, Medical Clinic, Eye Clinic, Dental Clinic, Environmental Photography Laboratory, Environmental Science Laboratory, Vocational Rehabilitation, Physical Therapy, Home Care, Pulmonary Function, Child Psychiatry, Blood Bank, Microbiology, Environmental Protection Agency, Therapeutic Activities and Accounts Payable.

Students were afforded a vivid and realistic view of the health field. For some students it reaffirmed their commitment to pursue a health career. For others, it gave them the opportunity to reconsider and realistically re-evaluate desired goals.

Methodology

Form of Documentation

1. Three written reports

- A. Thoughts and feelings concerning the experience formed into a booklet designed by the students.
- B. Report on specific tasks learned.
- C. Report on any changes that have occurred from the experience.

2. Evaluation Method

- A. Performance evaluation done by placement supervisors covering the following areas: attendance, punctuality, initiative, task orientation, interest, consistency, cognitive, complexity, overall performance, attention to detail, asks questions, appropriateness of match, student progress. See evaluation table of students' progress.

Ratings:	1	(6)	high achievement
	6	(1)	high achievement

Items:

- | | |
|---------------------|------------------------------|
| 1. attendance | 7. cognitive complexity |
| 2. punctuality | 8. overall performance |
| 3. initiative | 9. attention to detail |
| 4. task orientation | 10. asks questions |
| 5. interest | 11. appropriateness of match |
| 6. consistency | 12. student progress |

STUDENT PROGRESS TABLE

<u>ITEMS</u>	<u>FALL (76)</u>			<u>SPRING (77)</u>		
	1st marking period	2nd marking period	3rd marking period	1st marking period	2nd marking period	3rd marking period
1	average	excellent	excellent	excellent	excellent	excellent
2	average	excellent	excellent	excellent	excellent	excellent
3	poor	slight improvement	more improvement	very good	very good	excellent
4.	excellent	excellent	excellent	excellent	excellent	excellent
5.	high	high	high	high	high	high
6.	excellent	excellent	excellent	excellent	excellent	excellent
7.	Tasks were generally of low complexity					
8.	Generally outstanding for both terms					
9.	average	average	lo high	med. high	med. high	high
10.	Generally often for both terms					
11.	Generally rated Hi Perfect for both terms					
12.	Everyone showed rapid growth and improvement					

- B. SETH Supervision Evaluation - attendance, overall performance, punctuality, responsibility commitment and attitude.
- C. Student Resources: Health instructor, placement personnel, reading materials available through program and reading material available in placement areas.

Outcomes

Ninety-five percent of the students learned responsibility accountability, and skills (cognitive, functional and interpersonal). Eighty percent of the students will go on to pursue a health career (allied and professional) as a direct result of their Hospital and Environmental Science experience. Most of the remaining students will pursue some area in the science (allied and professional). This data is based on Health Career Surveys done throughout the year and higher education acceptance. The Health Careers Survey included the following: statement of career choice, SETH's influence on career choice, higher education acceptance to pursue a health career (training, college).

Recommendations

The program progressed well and the goals as stated were accomplished. There are no recommendations for changes.

Public School 96 Health Screening Project

In the spring term Mr. James White (District 4 Health Supervisor) requested assistance from the SETH Program to do health screening at Public School 96 in East Harlem.

The students at this school had not been tested for some time concerning physical development, visual acuity, adequate hearing and nutritional status (malnourished - obesity). Nine students from the SETH Program were recruited and trained to carry out the program at P.S. 96. They were sent to the school as part of their environmental project and received a grade for this activity. They were rated in terms of attendances, punctuality, tasks completion and commitment to the project. The students were assigned specific tasks under the supervision of Mr. White. The SETH Student Health Instructor acted as liaison person between the program and the project.

The school has a population of 600 students. SETH students did vision, hearing, developmental (height) and nutritional (weight) screening on 400 students. One hundred and fifty students were found to be impaired in some way. Referrals were made to appropriate agencies by the school nurse. All data was recorded on student records by SETH students. These nine students received praise and recognition for this vital contribution to their community.

PLACEMENT EVALUATION

Student's Name _____

Supervisor's Name _____

Placement Location _____

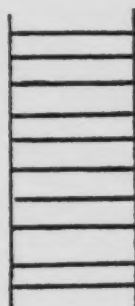
Date _____

Ratings of student performance

1. attendance	1	2	3	4	5	6
	always present					rarely present
2. punctuality	6	5	4	3	2	1
	seldom on time					always on time
3. initiative	1	2	3	4	5	6
	self-starter					needs prodding
4. task completion	6	5	4	3	2	1
	seldom completes task					finishes task
5. interest	1	2	3	4	5	6
	intense					low
6. consistency	6	5	4	3	2	1
	work habits uneven					work habits well integrated
7. cognitive complexity student tasks	1	2	3	4	5	6
	very complex					simple lowest level
interpersonal complexity	6	5	4	3	2	1
	simple					complex
things - machines tools complexity	1	2	3	4	5	6
	complex					simple
8. the appropriateness of the match between student and the placement	6	5	4	3	2	1
	mismatched					perfect
9. rate overall performance	1	2	3	4	5	6
	outstanding					unsatisfactory
10. attention to detail	6	5	4	3	2	1
	high					low
11. ask questions	1	2	3	4	5	6
	often					rarely

12. rate student progress while working with you

(Show the student's learning progress with a X on the ladder rung at the beginning and X on the ladder rung now.)



BEGINNING



NOW

12/17/76

Winter Term 1976

<u>DEPT.</u>	<u>STAFF MEMBER</u>	<u>STAFF MEMBER</u>	<u>ADMISSION</u>
Microbiology Annex 5	John Avanzo Linda Beck Marjorie Beck		6935
M-RAY Annex. B1	Harold Gurbani Erlene Sinclair	Mr. Clendemon	7402
E.R. Lab Annex. B1	Geoffy Archer	Mr. Thomas	3036
Recp. Therapy Mtg. Room Bmt.	Elizabeth Blinn Cannon Gentry	Mr. Rosario	6114
BKG Park Pav. Bmt.	Sam Van Tong Yvonne Mercado	Mrs. Briggs	6075
Prenatal Clinic Kling. Pav. E level	Sandra Aviles Diana Ramos	Ms. Rosenblath	6711
Animal Research Annex. 2621.	Ronald Archin Bernice James	Mr. Wallen	6634
Dental Care Annex. 2	Melny Dominguez Carmen Mieves		7131
Home Care Annex. A3	Diana Espinoza	Ms. McVey	6222
Pl. Repres. Service Annex. B1	William Lopez	Mr. Williams	6848
Pathology Annex. 15	Sandra Stewart		7253
Blood Bank MCC Bmt.	Raymond White	Mr. Martin	6101
Sleep Lab. Annex. 22	Denise Bracken	Ms. Edwards	6768
BSC Clinic Annex. 2	Isabel Flores William Martinez		7130
Family Planning Ctr. Kling. Pav. E level	Nancy Versailles	Ms. Dougherty	6713
Therapeutic Soc. MCCB	Barbara Mathem	Ms. Davis	6111
Quality Assurance 19 N. 3834 4B	Eniel Pallas	Gudy Figueroa	3841
Endoscopy	Nereida Bonet Zelma Colon	Myra Chateau	6275
Psychiatry MCC 6s	Stephanie Robinson	Ms. Wagner Ms. Rayhill	5466

Data Processing
S. H. 10208.

Wanda Vicens

6971-6983

Physical Therapy Mfg.

Yvonne Ruiz
Tyrona Trux

Mr. Caracchi

6325

Play Therapy Park S. 3 Julie Cruz

Mr. Salinas

6797

Medical Clinic Annen S. Cleverly Davis

Mr. Gallagher

7115

Spring Term 1977

<u>AREA</u>	<u>STUDENT'S NAME</u>	<u>SUPERVISOR</u>	<u>EXT.</u>
Microbiology - Atran 5 fl.	Harold Augusto Carmen Castro Roy Parker Cheryl Wagner	Ms. Martorelli	6996
X-Ray - Annen. B1	Karim Buck	Mr. Clendenon	7401
Eye Clinic - Annen. 2 fl.	Rosita Garcia	Ms. Mandel	7677
EKG - Falk Pav. Bsmt.	Sonia Aviles Nelsy Dominguez Yvonne Mercado	Ms. Briggs	6075
Prenatal - Kling. Pav. E Level	Ligia Boudet	Ms. Lecca	5764
Animal Research - Anne. 26 fl.	Ronald Archin Nereida Bonet Bernice James Ray White	Mr. Wallen	5071
Dental Clinic - Annen. 2	Errol Graham Nancy Versailles	Ms. Lowes	7681
Home Care Annen. 3	Diana Benitez Julie Cruz	Ms. Gall	6222
Quality Assurance 19 East 98th St. 4D	Cleaster Davis Ethel Fields	Ms. Figueroa	5841
Blood Bank - KCC Bsmt.	Marjorie Dewar	Dr. Shaik	6101
Psychiatry - KCC 6 So.	Helene Thornton	Ms. Rehill	5466
ER Lab - Annen. B1	Benson Forteau	Mr. Thompson	7148
Accts. Payable 5 East 102 St. Rm. 451	Marixsa Lopez	Ms. Shapiro	6021
Endoscopy - Metg. 5 fl.	Regina Taylor Vanessa Tucker	Ms. Chateau	16276
Data Processing 5 E. 102 St.	Zaida Matos	Ms. Marks	6983
Physical Therapy Metg. 3 fl.	Tracey White Anaïda Vidal	Mr. Capocchi	6335
Medical Clinic - Annen. 4 fl.	Amada Mogica	Ms. Gallagher	7115
Vocational Rehab. - Metg. 4 fl.	Mercedes Aitagracia Stephanie Roberson	Mr. Provda	6336

<u>AREA</u>	<u>STUDENT'S NAME</u>	<u>SUPERVISOR</u>	<u>EXT.</u>
Pulmonary Function - Annen. 24 fl.	Yvonne Green	Mark Geiger	5938
Therapeutic Act. KCC 9 fl.	Barbara Latham	Ms. Davis	6111

ENVIRONMENTAL SCIENCE PLACEMENTS

Environ. Sci. Lab. BSB 3	Arlene Sinclair	Mr. Neuberger	5822
" " " BSB 3	Catilo Chapman	Dr. Daum	6174
" " Library BSB 3	Albert Negron Carmen Nieves	Mary Bell Meyers	5821
EPA Cooper Union College Astor Pl. 8 St. & Z Ave. N.Y.C.	Denise Bracero	Mr. Masciello	566-5913

HEALTH CAREERS AWARENESS INVENTORY

By Barbara Lonesome

Goals and Objectives

To find out to what extent did the SETH students understanding of their career goals, training was required and resources needed to attain these goals, changed during the program.

Methodology

The two parts of the program that played a part in this training were the guidance careers component and the practicum. Guidance careers was an exploratory course in health careers. It was designed to enhance students' knowledge concerning the wide range of health careers, education or training requirements, responsibilities of the particular job, projected salary earnings, and to guide them toward making realistic career choices.

The hospital practicum gave the students direct exposure to health professionals. Students worked closely with health personnel, six hours per week, learning different aspects of health care and the responsibilities of the health care workers.

Students from Benjamin Franklin High School and Brandeis High School were given a pre-test in the fall term to note their career choice, perceived preparation and

perceived financial aid. At the end of the spring term the students were given a post-test with the same objectives as the pre-test. In addition to the pre-test items it was also to be noted if the occupational choice had changed acceptance of higher education, financial aid received and if SETH had any influence on the choice.

Items:

1. How many students were interested in a career?
2. Indicate whether the career was professional, allied or other (secretary, housewife etc.)
3. Perceived preparation needed for career desired.
4. Perceived financial aid need for career training.
5. Number of students accepted to higher education.
6. Number of students that have received financial aid.
7. Has there been a change in occupational choice since the fall term?
8. Has the SETH experience influenced their occupational choice?
9. Reasons for choosing the desired occupation.

Items 1 - 4 and 9 were completed by 51 Benjamin Franklin students and 19 Brandeis students in the fall term.

Items 1 - 8 were completed by 30 Benjamin Franklin students and 16 Brandeis students at the end of the spring term.

TABLE II - OVERALL DATA PER SCHOOLS COMBINED

Items	<u>Fall</u> (70 Students)		<u>Spring</u> (46 Students)	
	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>
1	<u>69</u>	<u>1</u>	<u>46</u>	<u>0</u>
2	<u>Prof.</u>	<u>Allied</u>	<u>Prof.</u>	<u>Allied</u>
	<u>56</u>	<u>5</u>	<u>37</u>	<u>6</u>
		<u>4</u>		<u>2</u>
3	<u>col.</u>	<u>train.</u>	<u>col.</u>	<u>train.</u>
	<u>56</u>	<u>8</u>	<u>46</u>	<u>3</u>
		<u>4</u>		<u>1</u>
4	<u>yes</u>	<u>no</u>	<u>yes</u>	<u>no</u>
	<u>56</u>	<u>10</u>	<u>37</u>	<u>10</u>
		<u>no response</u>		<u>no response</u>
		<u>5</u>		<u>0</u>

Evaluation of Results

The results indicate that participating students gained greater realization of career opportunities, identified and pursued definite health career goals, and progressed into the first steps toward pursuing their goal (72% higher education acceptance). There wasn't a significant change from the fall to spring terms in desired careers, and 80% of the participating students stated SETH influenced or confirmed their career choices.

PRACTICUM PROGRAM FINAL REPORT

By Raymond Daum

Environmental Health Videoworkshop

This is a report of the Environmental Health Videoworkshop Program in SETH. For many students the videoworkshop offered an alternative pattern of learning in an otherwise traditional disciplined setting. The multi-disciplinary media program served as one means of bringing together subjects that are often too fragmented and do not include the acquisition of cognitive skills. In videoworkshop, students as a result of heightened motivation are stimulated to learn, their senses are sharpened, and they think and feel in ways not previously experienced. Alvin Toffler thinks that the schools must produce people who are creative, inventive, and capable of coping with accelerated world change. The media program may very well provide us with an increased awareness of the concept of change to meet the needs of the future.

The Videoworkshop

Simple portapack video production is offered as part of the SETH Program to provide a secondary education in an environment of a hospital. The videoworkshop uniquely concerns itself with environmental health and health careers where students are involved in learning relevant health problems. Mount Sinai Hospital and the Environmental Sciences Laboratory provide a rich setting for these learning activities.

Senior high school students from Benjamin Franklin and

Brandeis High Schools are the participants. Practical experiences in the hospital are gained through hospital placements of students and through videoworkshop experiences.

Course Description

Students were selected and assigned to video and met four times each week with block triple periods on two of these days.

In the course the student learns about environmental health through direct experience in the production of half-hour video taped programs on particular environmental health issues. In the process of planning and making video programs the student learns to operate a portable television camera and recording deck, prepare a storyboard script, and direct and shape a program to its final conclusion. Although the students do not directly edit the programs - a highly technical process - the subject of editing and proper logging procedures for identifying scenes and tapes is discussed. The class is made aware of special editing needs and skills. Editing decisions are finally made by the class after intense discussion and close inspection of the video tapes has been made. The seniors from both high schools began by using two complete Sony Portapak Video Units. The text/reference book used was The Videotape Book, by Michael Murray. Assignments in the text were made throughout the year. Several commercial films and assigned television programs were viewed by the students

in order to make them more critical and aware of films and video techniques. In this manner the "language" of camera shots was demonstrated as well as cutting techniques.

Methodology

The class of 13 was divided into two production groups once the orientation phase of the workshop had been completed. During this initial phase the class produced its first pilot videotape program. The subject was an important one - a present day inquiry into the health hazards of asbestos dust. The half-hour program titled, Asbestos, the Deadly Dust, took a long time to produce. This was the first opportunity for members of the class to work together as a production team and to share this initial experience of taking on different roles and responsibilities. Handouts and lectures were specifically aimed at teaching video technique along with environmental health materials obtained from the Environmental Sciences Laboratory. Dittoes were given to students explaining video features such as the proper use of lenses and a glossary of terms used to describe the equipment. There were also exercises in composition and focusing. Role playing became an integral part of the process. I asked them to watch television at home and to critique their favorite programs in class. When we showed tapes and films I asked them to identify various shots and video techniques. Story-board scripting was introduced and different students were asked to think up original ideas for a sequence to be taped by the class.

The production crew was rotated frequently in order to give all the students some experience in the various production crew positions. The students were encouraged to investigate and experiment with other kinds of video formats, e.g. drama, panel discussion, etc. but the documentary approach was finally selected by the class after many discussions of format.

Familiarizing the students with the equipment is time consuming. At the same time, the class was researching environmental health issues in their regular science classes (as well as in the videoworkshop). The videoworkshop had certain minimum standards. Students were given individual manipulative tests on the proper use of the equipment as well as short class quizzes, both essay and multiple-choice, on the content of the environmental health topic selected for videotaping.

Outcomes

Since the videoworkshop is product oriented, students were expected to complete five half-hour videotape programs on environmental health topics during the year. In the making of these tape programs they selected the job-role as their primary way of participating in the course.

Once the particular environmental health topic has been chosen by the class it was necessary to invite key medical and science experts at the Environmental Sciences Laboratory

to participate in over-view lectures and slide presentations at various intervals of the research. These visits by the experts were videotaped by the students for possible use later in the programs.

The Asbestos tape, like all the four remaining tapes, were produced with a particular audience in mind. The purpose of producing these tapes was for use by high school science teachers and their students as "in-put" for studies of environmental health problems. The taped programs were designed to encourage the viewer to continue asking the questions the programs aimed at presenting. The tapes, at best, would provoke class discussion on the topics and material presented.

Besides the Asbestos program the four remaining tapes were as follows: Lead Poisoning, The Preventable Disease, Plastics-Problem or Promise, and the final program - a survey of environmental health issues before the public at this time. This last program has as yet not been titled.

Discussion

By learning about present day environmental health issues with my class I participated in a dialogue where we were all learning at the same time. The approach is, of x course, a process one. The process approach, or Socratic method, is characterized by "interaction with others." It is also a "horizontal" relationship - an exchange between individuals. To work, it must be founded on mutual trust. Once the first

pilot program was completed this coming together of the class and its teacher seemed to have been realized. Young people getting to know adults must be willing to share their feelings, but at the same time demand respect for their own thoughts and values. This works two ways - between teacher and student. I think that the students by seeing the fruits of their first labor, the asbestos program, learned a great deal about the objectivity of the media. They also found out that by cooperating in its making they were helping other people to see what they themselves had seen. With this sense of completion the class realized that it made a record of their self-expression that would be seen again and again by their peers and the public. This truly excited them. It was then that a kind of "videoitis" set in.

Recommendations

For most students, the videoworkshop was not their choice. They were there on an assigned basis. However, most of the students seemed reasonably happy with the course and some even returned to our class after an unsatisfactory hospital placement had removed them from our class. However, I think the video class should be taught as an elective to volunteers. Students should want to be in this kind of class.

The equipment must be in good working condition. Unfortunately, we had to borrow equipment that had seen a good deal of heavy use. We managed to complete our five programs, but there were constant breakdowns of equipment. This is a

natural hazard in the "electronics" of the technology, but newer equipment would have made our way smoother. Many items were sent into repair at various times and the two production teams often had to "bicycle" equipment back and forth to one another.

A problem peculiar to Mount Sinai Hospital also caused us much frustration. The security is naturally quite tight in a huge complex such as ours. It did not make it easy for our production teams to come and go in an easy swift manner. Guards demanded proper written credentials as equipment was taken outside the complex. The paper work and delay was mostly a nuisance, and yet I don't see how we could have avoided this kind of inspection! We attempted to be as mobile as possible in our shooting of the scripts. The field trips included a local hardware store, a plastics factory, the Central Park Zoo, congested city streets in the vicinity of Fifth Avenue and 57th streets, a Harlem apartment, a Harlem childrens' playground, and a gasoline service station in the vicinity. We of course, used the hospital complex extensively.

I felt that the objective of producing five half-hour videotapes was too demanding. More time could have been spent on videotape techniques before the programs were scripted. Much more practice with the equipment would have benefitted the students. I would have preferred to have the class decide on two tapes of quality for the entire year.

APPENDIX E
SETH GUIDANCE

By
Ann Guillory

SETH FOLLOW-UP PILOT

By Anne Guillory

Goals and Objectives

Secondary Education Through Health aims at increasing a student's knowledge and interest in health and health careers while the student pursues his high school education. As of June 30, 1976, SETH/SHOP had graduated 171 students out of 198 seniors enrolled since June, 1973. One hundred and thirty-five (79%) of the graduates have been accepted to college and have left SETH with the intent of going to college. In that this figure is better than the feeder high school (Benjamin Franklin) it is hypothesized that the SETH experience has a positive effect on the students.

Thus in the Spring, 1977, a pilot study was undertaken in order to attain information on the degree of influence SETH had had on former students.

Methodology

A questionnaire was constructed aimed at getting information from SETH graduates in four areas:

- 1) personal data
- 2) present school/work status
- 3) contact with other SETH graduates
- 4) general feelings about SETH

On the basis of available information, 167 SETH/SHOP graduates (1973-76) were selected for the study. Questionnaires were mailed to the 167 students along with a stamped self-addressed envelope for returning the completed questionnaire.

Outcomes

Of the 167 questionnaires mailed, 25% or 42 were returned. The following is a brief outline of the results in the four general categories. These results are based solely on the information received from the 42 completed questionnaires.

I Present School/Work Status

Number of SETH/SHOP graduates presently in school	30
Number of SETH/SHOP graduates not in school	12
Number of SETH/SHOP graduates who have not yet attempted post-secondary training	3
Number of SETH/SHOP graduates who presently are not in school but who plan to continue training	7

II Contact with other graduates

Number who reported having contact with other SETH/SHOP graduates	31
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III General feeling about SETH

Number of students who felt SETH helped their life	40
Number of students who felt SETH didn't help their life	2

Discussions and Recommendations

Most of the students commented that their hospital experience had been a profitable experience. Although reading and basic skills improvement is an integral part of the SETH curriculum, many students felt that they needed more assistance in reading and basic skills.

Initial contact indicates that much is to be learned in terms of program curriculum design from SETH graduates. Further research is needed in indicating how curricula could be improved to assist those with college plans.

Also, some type of certification and job skills training would be an asset. Of one 12 not attending school, financial responsibilities was a major cause of them pursuing a health career.

In that the questionnaire return was 25%, it is strongly suggested that a telephone follow-up study be done. A telephone follow-up would provide direct contact with the student and immediate gathering of information.

It is further suggested that Alumni Day* be held in December or January. The discussions and catharsis that is accomplished for SETH students and graduates if of great assistance in helping them cope with the problems of college and work.

*Report on SETH Alumni Day

An Alumni gathering was held on Monday, June 13, 1977. An invitation was mailed with the questionnaire. A panel discussion was held consisting of:

Christine Windley	CCNY - Shop '73
George Moultree	working - SETH '76
Keith Clark	U.S. Army Researve - SETH '76
Glynis Slater	Lehman - SETH '75
Nidza Ramirez	Hostos Comm. College SETH '76
Beatrice Arana	Manhattan Comm. College - SETH '75
Gracie Franco	Manhatta College - SETH '75

The audience was comprised of SETH alumni and graduates of the class of 77.

The discussion focused on:

- 1) What did you expect of college/work?
- 2) What was most surprising about college/work?
- 3) What advice would you give to the SETH class of 77?

After a presentation on these 3 questions by each panelist questions were accepted from the audience.

The panel agreed that college was very impersonal in comparison to SETH. Much of the discussion, however, focused on the importance of accepting personal responsibility, whether on the job or in school. Comparisons or work, school, and

the armed services were also included as part of the discussion.

After the discussion, a reception was held where the discussion could take place over refreshments.

The following is a list of college applications and acceptances for the class of 1977, as of June 1, 1977.

Sandy Archer	SUNY, Belmont Jr. College, Manhattan Comm. College
Ronald Archin	CUNY - Brooklyn Col., Old Westbury - SUNY
Harold Auguste	Fordham, CUNY
Octavio Baez	CUNY - Brooklyn Col., Le Moyne
Brenda Bermudez	Fordham
Nereida Bonet	CUNY - Hunter
Ligia Boudet	CUNY - City Col.
Denise Bracero	CUNY - Hostos
Karim Buck	CUNY - City College
Denise Campbell	CUNY - Manhattan Comm. Col.
Alicia Castro	CUNY - Hostos
Carmen Castro	Clarion State College, Hunter, Davis and Elkins Col., SUNY - Brockport
Catilo Chapman	CUNY - Hunter, Pace
Norma Colon	CUNY - Bronx Comm. Col.
Zelma Colon	Bronx Comm. College
Evelyn Cortes	CUNY - Hunter
Venita Costa	CUNY - Manhattan Comm. Col.
Julie Cruz	CUNY - City College
Cleaster Davis	Morgan State
Marjorie Dewar	CUNY - Hunter

Sonia De Jesus	Ladycliff, Syracuse/Utica, CUNY - City Col., Niagara Univ., Skidmore
Maria Felipe	Rutgers at
Ethel Fields	Fayetteville Technical Institute & Community College
Mario Forte	Kingsboro, Winthrop Col. St. Edwards, St. Vincent
Benson Forteau	Col. of Mt. St. Vincent, Fordham HEOP St. Edward's
Maria Francechis	CUNY - Bronx Comm.
Rosita Garcia	CUNY - City Col.
Errol Graham	CUNY - York
Mary Green	CUNY - Bronx Comm. College
Yvonne Green	CUNY - Hunter
Miriam Guadalupe	Wagner, CUNY - Hunter
Debra Jackson	CUNY - City College
Bernice James	Keuka
Barbara Lathan	CUNY - City Col., Keuka, Adelphi, Alfred
Lillian Laurino	CUNY
Brunilda Marmolejos	CUNY - City College
Zaida Matos	CUNY - City College
Darlene Mendez	CUNY - Bronx Community
Altagracia Mercedes	CUNY
Yvonne Mercado	CUNY - Lehman
Dianne Mitchell	CUNY - Bronx Community College
Amada Mojica	CUNY - City College
Carmen Nieves	CUNY - City College

Diana Ramos	City Univ. - Manhattan Community
Wanda Rivera	Adelphi, CUNY, Utica Syracuse
Stephanie Roberson	Cal. State L.A.
Madelyn Rodriguez	CUNY - Hunter, F. Dickerson, Wagner
Yvonne Ruiz	CUNY - York
Raymond Shaw	CUNY - Manhattan Community College
Betty Splunge	CUNY - Bronx Community College
Regina Taylor	Manhattan Community College
Helene Thornton	CUNY - Hunter
Tyree Tuck	CUNY - Kingsboro
Jose Vasquez	Herkimer Community College
Nancy Versailles	SUNY - Stony Brook
Anaida Vidal	CUNY - Kingsboro
Mona Waring	Unity College
Raymond White	CUNY - Brooklyn
Tracey White	CUNY - John Jay

APPENDIX F

SETH - SOCIAL SERVICE

By

Judith Levi

SOCIAL SERVICE FINAL REPORT

By Judith Levi

Objectives:

The focus of Social Services was to help students through individual, group and family involvement to deal with whatever problems and issues were pertinent to their successfully completing their high school career and focussing realistically on future plans. Funding allowed for only one paid social worker. As a preceptor in the Hunter College Consortium I was able, however, during the course of the year to enlist the services of three social work students (on the Master's level) to lead groups, thereby giving the majority of SETH students an opportunity to be involved in at least one group. The groups focussed on college skills, job skills and life skills. A special group was also developed for those SETH students whose reading score was below the required level for high school graduation. This group was designed to raise student's self-esteem and confidence in test-taking as well as encouraging them to work in pairs and small groups and concentrate on improving skills. All passed the necessary test by the end of the year.

Methodology:

The social worker's linkage to the Adolescent Psychiatry Social Services also provided access to consultation with senior personnel as well as access to psychiatric services and consultations. It also provided back-up and coverage when needed.

Another important linkage was the social worker's access to the Adolescent Health Care Unit. At their entrance into the program in the fall, each student was helped to register in the Adolescent Health Clinic where they received a thorough physical examination and established rapport with a doctor and nurse team who were available to them for ongoing health care. Not only did this assure competent medical care but also exposed students to a knowledge of good health care. A complete health history taken by the physician encouraged them to become more interested and involved in their own and their family's health. Many brought in siblings to be registered and followed by the Adolescent Health Clinic. The clinic affiliation helped expedite time testing and follow-up care of the entire student body when one student was hospitalized with tuberculosis. Arrangements were made by the social worker for the staff to be tested by the hospital epidemiologist. Students were followed as necessary when referred by Health Clinic personnel for medical and emotional problems. The social worker coordinated, when necessary, services of medical specialists and served as an educational link in helping students and families understand medical problems, follow instructions and get answers to questions. Problems ranged from the afore-mentioned TB, broken and sprained limbs, to finding of a fibroma as well as one student who insisted her breasts were too large and sought corrective plastic surgery.

(She was finally able not only to decide against surgery but to realize her breasts were normal and her concerns were founded in anxieties anticipating the uncertainties about what college would be like).

Students who were sexually active but not employing any method of contraception were encouraged to use services of the Adolescent Clinic to obtain information. In those few cases where pregnancies occurred students were helped with their decisions to continue or terminate pregnancies.

Early in the school year a series of meetings with parents, staff and guidance counselors were arranged to enable parents to become familiar with the aims and workings of the school program. The major concern of these meetings was centered on decisions about colleges. More than 50% of parents and guardians took advantage of the opportunities to discuss college plans individual with students and counselors. They also explored feelings of separation, anxieties and confusions over future plans. Information was also given to help families and students take full advantage of financial aid plans.

Major problems requiring individual attention with students and their families centered around illness and death in families of parent or close relatives, sickness or problems in family with siblings, alcoholism, physical abuse within

the family unit, problems in communication with family, peers or school personnel, lack of self-esteem and financial difficulties. Those students for whom the program did not meet individual needs were helped to transfer back to their home schools or to another program more suitable for them. Seventy-eight students completed the SETH Program. Sixty-one are planning to go on to college and to date have been accepted by at least one college.

Outcomes:

There was 100% coverage with all students seen individually by the social worker at least three times during the course of the year. Seventy percent were seen on a continuing basis to work on a particular problem. They had either requested help or were referred by staff at the program or Adolescent Clinic. These were seen an average of ten times. In 25% of these cases parents were directly involved in the course of working out difficulties. In 50% of the cases supportive services were enlisted with workers serving as liaison with city and community agencies, medicaid, welfare as well as hospital staff.

In addition to working with students in the current program the social worker sought out students who had been in the program in the past. At least twenty-five alumnae were seen from one to three times and were referred to other services if needed.

The alumnae played an important role in the program

responding as a group to an invitation to attend a round-table discussion of their post-SETH experiences. They met with SETH seniors, answered their questions, gave advice and encouragement. In addition, their response to a questionnaire sent out inquiring into their whereabouts and current interests indicated the influences and strong ties that still bind them to SETH.

Discussion:

As we add to the number of graduates yearly, the importance of the program becomes more apparent and the need for strengthening its existence becomes more crucial. It is to be hoped that funding will be available to allow for the continuation of this program with all its necessary supports. Every graduation ceremony and communication with former students provide the most poignant feedback as to the importance and success of the existence of SETH.

APPENDIX G

SETH - SOCIAL STUDIES

By

Barry Smith

SOCIAL STUDIES FINAL REPORT

By Barry Smith

As the teacher-in-charge of the social studies program as Mount Sinai SETH classes I am providing the program with this final report on the Social Studies program during the Spring term. This report will be divided into four sections:

- 1) An overview of the social studies program and its goals.
- 2) Teaching methodologies utilized in the classroom setting.
- 3) Successful outcomes.
- 4) Recommendations for Social Studies Teaching Programs based upon the SETH Experience.

I An overview of the Social Studies Program and its goals.

The social studies program had several basic goals for this Spring term. These goals or objectives included the following:

1- To have students understand a body of cognitive knowledge in each specific course. For example, in Economics, American History II and Social Studies Clinic there was a specific content area and a specific body of cognitive knowledge.

2- To have students in each course produce an independent project in the social studies. This project was either

- a) a research paper - utilizing primary reading sources or
- b) a scrapbook project that was developed out of newspaper

articles and/or magazine articles on a controversial subject that was to be covered in the course outline. Scrapbook projects were selected because of their regular topical interest and frequent appearance in the daily New York metropolitan press.

3- To have students become familiar with daily newspapers and utilize them in their course work as well as in their daily lives. Furthermore, to have students develop a positive attitude towards newspapers in the hopes that they would continue to read them after graduation.

4- To have students improve their reading comprehension by having students find the main idea in their scrapbook projects and summarizing these main ideas in paragraph form.

5- To have students who did not take the uniform city-wide exam last term or who did not pass that exam become more familiar with the test format and to have those students pass that exam.

6- To have students be able to write concise and precise composition answers in both their classwork as well as in practice exercises for their city-wide exams.

7- To have students develop and improve upon certain basic skills utilized in the social studies area. These skills include a) the reading and interpretation of charts and graphs in specific subject areas b) the reading and interpretations of cartoons in topical controversial subjects that appear in both books and newspapers.

These cartoons are related to the specific content areas in Economics and American History II. The cartoons and their interpretation also include topical controversial subjects which were covered for the preparation of the uniform city-wide exam.

8- To have students locate all geographical entities which were deemed to be newsworthy during the Spring term. This was aimed again as part of the preparation for the city-wide exam in the social studies area.

II Teaching methodologies utilized in the classroom setting.

A variety of teaching methodologies were utilized in the Mount Sinai SETH social studies classrooms. Each kind of methodology had its own usefulness and value in the classroom setting. A brief description of the methodology is described below.

1- A modified developmental lesson. In such a lesson - the students and teacher proceed step by step together from the beginning of the lesson to its conclusion. Such lessons were very well-defined and limited to a very specific focus. Boardwork is utilized extensively. The teacher has concise motivation - that leads into a student elicited aim. The aim is in the form of a question and a modified Harvard outline is employed to answer that question.

2- Utilization of teacher assistants. Students volunteered to lead the classroom after previous consultation with

the teacher in charge. This technique is most unique for its value in having maximum student-student involvement. Quiet and passive students become more receptive to class discussion with teacher assistants.

3- Small group problem solving. Students receive some kind of problem - which they are asked to solve. Students break off into small groups. They produce group answers - which are either placed on the board or rexographed. Each group explains its own set of answers. Group leaders report back to the class or teacher assistants lead class discussions. Either methodology increases student discussion and analysis.

4a- Student role-playing. Students receive brief roles on a volunteer basis - relating to a controversial question being discussed in the course. This role-play is most effective when students expand upon their own roles and internalize their parts. This method is an excellent kind of summary lesson to a mini-unit.

4b- Methodologies employed in the classroom (cont.)
During the 3rd marking period - another teaching technique was developed to maximize student participation and involvement in the learning process. The unit concerned outstanding turning points in American foreign policy. These developments came about as a result of Presidential decisions. In each case a brief summary of the crisis situation facing the President was presented to the entire class. One student volunteered to be President for each case while the rest

of the class acted as advisors to the President. Each advisor spoke about the actions to be taken and then the student-President gave his own opinion. Immediately following the Presidentia' decision - the students received a statement describing what the American President actually did at that time. Evaluation of his actions followed. This teaching technique enhanced the understanding of Presidential decision making, and helped students to really understand the nature of foreign policy crisis decisions in American history. Student participation was at its maximum in this situation.

5- In the clinic class - small group instruction, students reviewed 10 former city-wide exams. Kinds of questions were analyzed and sample composition questions were written for homework and evaluated in class.

6- Another successful methodology was utilized at the end of each marking period. A questionnaire was given to each student to evaluate his or her mark. From this questionnaire the teacher listed student comments about their own work and expectations. After evaluating the student's work, each student was called up in class and the grade was privately discussed utilizing the student's own comments. A realistic perception of each student's progress was confronted through concise records of the student's work. Student's expectations for success were compared to their actual progress. This kind of methodology fostered understanding of progress and

and diffused any hostility or anger. This helped to improve understanding and communication between teacher and student. Teacher-student communication was enhanced generally by following the psychology of Dr. Haim Ginnott. Ginnott's basic point is never to discuss individual personalities in difficult situations. Stick to the issue rather than get involved with personalities. Make comments from an "I" perspective rather than from a "you" perspective which only encourage a defensive student reaction.

III Successful Outcomes

This section involves both successes in the cognitive and affective areas of classroom learning. Some of the successes are easily documented utilizing objective statistical data. Other successes are noted from subjective observations in the classroom setting.

In the social studies clinic, 100% of all the Benjamin Franklin High School students passed the city-wide exam. Most of these students (12% Benjamin Franklin High School and 14% Brandeis High School) had failed the exam in the fall term. The clinic class helped to provide the necessary attention and drill for each of the students. 80% of the students passed the city-wide from Brandeis High School and 100% of the students passed the exam from Julia Richman High School.

In the American History II classes - additional successes can be measured as the term came to an end. In the more advanced class 85% of the students passed their uniform exam while 65% of the students in the slower class passed their uniform end term. In these respective classes, 86% of the students who regularly attended the class passed the course in the more advanced class while 100% of the slower, less advanced class passed the course. In the economics class, 100% of the students who regularly attended passed their uniform exam and over 90% passed the course for the term. In the clinic course, 85% of the students passed their final exam while 100% passed their course for the term.

In these uniform exams students covered a body of cognitive knowledge which they mastered at their own level. Along with this cognitive knowledge, each exam included basic exercises in skills such as map reading, chart and graph reading and interpretation, as well as cartoon interpretation. During regular course time students received regular integrated exposure to these skill exercises in class. The ordering and receiving of daily newspapers three times a week facilitated this skill exposure in the program and helped to form the foundation for those students who selected to do the scrapbook newspaper project as part of their independent study project. Each marking period students handed in a project, most of them selecting the newspaper scrapbook. At the conclusion of the third marking period it was found

that of those doing the newspaper scrapbook over 90% successfully completed the project on time and over 75% received a grade over B. The scrapbook project combined summarizing main ideas of articles with skills in interpreting charts, graphs and cartoons. Each project had an introduction and a final summary too. American History II course scrapbooks focused in on American foreign policy developments during 1976-1977 and the Economics I course had a scrapbook project concerning major economic problems facing the USA, e.g. inflation, unemployment, pollution and the energy crisis. The scrapbook newspaper project was worth 25% of the third marking period grade.

These figures can be attributed to a number of factors.

- 1) In most cases, the classes were very well attended.
- 2) Class size was small, thereby giving students an opportunity for a lot of individual attention in class. This made a big difference for students who had not been able to get the necessary attention in their former schools where class size is much higher.
- 3) The variety of teaching methodologies also provided a strong motivation to attend class, and to participate.
- 4) The marking system (below) provided students with many opportunities to succeed in class.

Homework was 25% of the grade; classwork - written and verbal came to 25% of the mark; the exams came only to 25% of the mark; and 25% was given to the independent project. Extra credit was given to students who did ad-

ditional work and volunteered in class. Also, students who kept notebooks received additional support as did students who handed in their independent projects prior to the deadline.

IV Recommendations for Social Studies Teaching Programs based Upon the SETH Experience.

The following list of recommendations have evolved based upon my personal experience in the SETH Program at Mount Sinai. Some of the suggestions are appropriate only for a program like SETH while others are appropriate for any effective social studies program of instruction.

I recommend that:

a- Programs like SETH which have a real hands on career component be continued and expanded for students of all backgrounds, but especially for minority students who would have the least exposure to such a program.

b- A variety of methodologies be employed in the social studies classroom setting. This methodology should include role-playing, case study approaches, teacher assistants, etc.

c- Teacher assistants be utilized regularly in classrooms. They can be used first in review situations, quizzes, tests, etc. From that point their role can be expanded.

d- That more emphasis be placed upon small group involvement where students can learn from each other. Committee work is an effective vehicle for this kind of learning.

e- That every marking period students be given some

kind of independent study project where they must produce some kind of written project. The project may prove to be more meaningful if it has some relationship to materials discussed or introduced in the classroom.

f- Class size be kept to a maximum of 22-25. Beyond this point there is no real chance for working on individual problems. Remedial classes should have no more than 10 students. It is an excellent number for effective student interaction.

g- That senior high schools set up social studies clinic classes for students who have not passed uniform exams needed for graduation. These classes should not exceed 10 students. They can meet 3-4 times a week and concentrate upon analyzing questions on the uniform exam. Students must prepare written work each day for homework and then discuss there answers in class. In New York City the city-wide exam can be prepared for by practicing composition work regularly. Learn by doing. The clinic class idea works. Composition writing practice is essential in clinic classes. Compositions are worth 40% of the grade and can pull any student up to a passing mark if they are done well. The Benjamin Franklin High School students doubled their composition answer scored by practicing their answers in a small group clinic class at Mount Sinai.

h- That daily newspapers be ordered and utilized with

some regularity in the classroom situation. Assignments can be made for class, homework and for independent project work. The newspaper can help students improve their writing by serving as a ready-made model of standardized English and written communication. Major New York City dailies like the New York Times and the Daily News have student service centers to help students and teachers utilize the papers to their maximum.

i- Grading systems should have a number of performance categories with consistent criteria, but that the value within the category be flexible. Grades should be based upon 4-5 categories of work-written homework, classwork (oral and written), class exams and independent written projects.

j- Students should receive a teacher made up questionnaire where they evaluate and monitor their own work each marking period. This should be given out prior to the teacher making up grades and its information should be incorporated into the mark if necessary. Such a questionnaire will help to defuse frustration, hurt and surprise of marks when teachers discuss student expectations prior to receiving their report cards. Teachers should discuss grades privately with students in class-relying upon student information and marks earned during the marking period. This proceeds the giving out of report cards.

k- That all teachers read and examine the book Teacher and Child by Haim Ginnott to gain more insight into the communication process between students-students and teacher and students. It is a handy aid for classroom management problems and helps to improve communication in the classroom.

SUMMARY

OF

SETH - ENVIRONMENTAL HEALTH EVALUATION

1976 - 1977

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During the 1976-1977 school year, ninety students from two New York City high schools spent their senior year in the Secondary Education Through Health (SETH) Environmental Health Program at Mount Sinai Medical Center. The SETH environmental health curriculum was developed within the context of the on-going SETH program, i.e. the program's curriculum and training aspects were directed by the concept of environmental health. In this regard new arrangements with departments for student placements at Mount Sinai and EPA were developed for student practical learning; presentations were made by the staff at Mount Sinai from Community Medicine and the Environmental Science Laboratory; and student environmental health projects were developed to bring together process learning and product development on identified community health issues.

All the students pursued a science course comprised of six environmental units designed by SETH staff, and also took regular New York City Board of Education English, Mathematics and Social Studies courses taught on the Hospital premises. In addition, the students spent two mornings a week in an environmental placement or project. The placements involved working as aides, assistants, and clerks in a variety of patient care and research settings. The projects involved studying the effects of pollutants on the health of individuals in the East Harlem community.

The report focuses on the quality of the student's experience in SETH. In doing so it addresses itself to the larger question of how one documents and evaluates the experiential aspect of an environmental health curriculum, and of environmental education program more generally.

The rationale, discussed in the First Progress Report, holds that experiential education evokes student capacities that would otherwise not be exhibited in a school setting, by engaging students directly with the objects, people, activities, and problems that are referents of their learning.

Two related objectives formulated the basis of the 'in situ' data collection observations and subsequent analysis of data: first, to ascertain levels of student performances with things (physical), data (intellectual) and people (social) in different settings; second, to identify conditions that were associated with higher levels of performance in different settings. The assumption was that student enactment of higher levels of physical, intellectual and social functioning and their more extensive use of access language maximizes learning.

The evaluation set out to identify the characteristics of settings in which students performed at high levels of competence by comparing the setting characteristics and student behavior evidenced in formal (didactic), non-formal (experiential) and mixed settings. The observation scheme used to explore a range of setting features included: task novelty, interaction format, number of peers present, staff role, data functioning, etc.

The underpinnings for the evaluation reflects social ecology's general concern with the relationships between physical, cognitive and social aspects of behavior milieus (Lewin, Barker, Soskin and John, Moos); the present investigators' particular concern with who or what controls these different aspects of the environment (Goffman, Bernstein, Grannis); occupational psychology's concern with the levels of people, data, and things functioning that are characteristic of different jobs (Fine); sociolinguistics' concern with the effects of different settings on language use (Gumperz, Hymes); and an interest in relating all these concerns to the environments of the students' educational and vocational development.

The point of view reflected here is that students in late adolescence have already developed basic communicative competencies and skills of functioning with people, data, and things in various contexts familiar to them and that what is now at stake in their education is the articulation of these competencies with the specifics of new contexts, in the present case their adaptation to the particulars of health career oriented activities. Methodologically, this gives priority to comparing settings to establish which evoke the highest level student performances, rather than concentrating on the gains emphasized in the pre-test/post-test model of learning.

To judge student performance in different program settings, SETH used an adaptation of the system for analyzing the complexity levels of data, things and people functioning that is employed in the United States Employment Service's Dictionary of Occupational Titles to analyze virtually all jobs in the economy. The use of the D.O.T. scheme links environmental education with career education by analyzing the environments and activities of students education in career terms. SETH is the first project in secondary school education to use the D.O.T. system to examine students' and staffs' levels of functioning in both school and work (placement) related contexts.

The soliciting or question asking behavior of students (access language) was used as an indicator of student control of the educational environment and as a primary behavior through which students gain access to skills and knowledge. The educationally relevant characteristics of the verbal environments included talk continuousness, goal, and type of talk occurring, and the relationship of talk to a task.

A purposive sample of 14 subjects was selected for observation and case study. Students' ethnicity, gender, Metropolitan Achievement Test reading scores and Norwicki-Strickland locus of control scores were used as the basis for selection. An attempt was made to select

an equal number of high and low readers, males and females, Black and Hispanic students and internally and externally oriented students. Observations were made of the subjects in various settings, with each subject serving as his or her own control. At the end of the observation period subject perceptions of SETH settings were tapped through the use of structured interviews and a Work Environment Scale developed by Moos and Insel.

All observations were made by two observers: one observer used a Setting and Behavior Inventory (SBI) while the other simultaneously employed a Verbal Behavior Instrument (VBI). These instruments, both of which were developed for this assessment, have been described in the First Progress Report. An inter-observer reliability level of at least .70 was obtained for each of the variables. The SBI and VBI findings convey a detailed picture of SETH learning environments and of the subject behaviors associated with different setting characteristics. The SBI and VBI findings convey a detailed picture of the SETH Environmental Health learning environments and of the subject behaviors associated with the different setting characteristics. The following outcomes related to higher levels of student functioning and setting conditions are noteworthy.

VERBAL

1. Student talk time was highest in the mixed-setting projects.
2. Most student talk in settings was task-related.
3. The range of talk environments allowed for the use of verbal interactions important to the development and practice of entry level communications skills.
4. Soliciting rates were highest in the mixed setting, environmental health projects and in environmental health science classes, in the condition where: subjects were engaged in supervised tasks, subject participated in the initiation of the task, the staff was either absent or active, and the task was novel.

SETTINGS

1. Subjects participated more in the initiation of their own activities in environmental health projects and placements than in classroom.
2. Subject involvement was highest during supervised and unsupervised tasks and lowest during lectures and demonstrations.

PEOPLE

1. Subject's people functions varied inversely with those of staff. When staff functioning was low, as it was at times in placements and projects, the subjects people functioning was high.
2. Subjects people functions were lower in lectures and discussions than in settings where staff was functioning at lower power levels and working cooperatively with subjects.
3. High subject people functions were also associated with settings where there were fewer than 10 peers present and where subjects were engaged with manipulative objects at high complex levels.

DATA

1. Data functioning (intellectual activity) was highest in environmental projects.

2. High subject data functions were associated with moderate solicit rates in projects and classes but with high solicit rates in placements.

THINGS

1. Manipulative objects, rarely used in classes, were used frequently in placement and projects, but overall were used at high levels mostly by the staff.

Formal settings emerge as those in which talk is usually explanatory, theoretical, staff people functioning is higher power than that of students, manipulative objects are rarely present, staff initiates student activity most of the time, staff and subjects both function at moderate levels of data complexity and talk is usually continuous and task related.

The picture of non-formal settings is one of reduced discrepancy between the power of the teacher and learner as a function of their mutual relationship to the task in which they are engaged, often a concrete task involving manipulative objects.

Projects represent a combination of formal and non-formal characteristics. In projects subjects shared with staff the initiation of the tasks and worked cooperatively with staff. As in the non-formal settings, manipulatives were usually present and subjects were overtly active a majority of the time. However, projects start with formal settings almost continual staff and peer presence, and staff's operating at high power a large portion of time. However, unlike formal settings where staff rarely functioned low power in projects staff functioned at low level functions almost a third of the time, slightly more than staff functioned at this level in non-formal settings. In both projects and placements low power staff roles were associated with high power student roles.

Projects deserve particular scrutiny since subjects functioned at the highest levels of data, people and thing complexity and exhibited the highest rate of soliciting behavior in projects. In fact, the most general conclusion of the evaluation is that subjects functioned at their highest levels when staff alternated between enactive and didactic roles in supervising or engaging students cooperatively in operational tasks: a combination of conditions most evident in projects.

Clearly, the program exposed students to a range of settings in which a variety of skills could be learned and practiced. The settings appear to complement each other by providing students with opportunities to learn theoretical concepts and to also enact skills in real-time contexts. By operating with people, data and things students develop and practice entry level skills. The formal or didactic settings may, in turn, help students abstract, generalize and transfer the skills learned. The interplay between formal and non-formal settings appears to be one crucial strengths of the SETH Environmental Health Program.

Interviews with subjects provided the evaluation unit with student perceptions of their own learning environments. Subjects seemed to value and benefit from the opportunity to discuss educational issues. Findings revealed that many subjects used different criteria for evaluating work and classroom settings. While experiential education was preferred in the work setting, a more formal approach was often favored for the classroom.

The Work Environment Scale, assessing subject perceptions of the component setting indicated that involvement and clarity were considered higher in projects and placements than classrooms and work pressure was considered greater in classes than in placements. Autonomy and peer cohesion were greater in the work groups than in classes. These findings, which may reflect student alienation from purely didactic settings, must be interpreted in relation to the observation and interview data. It is suggested that greater use be made of such environment scales and that student perceptions be tapped and discussed more frequently during the course of a program.

In the proposed revision of the data collection system it is suggested that the observation units be lengthened to enable one observer to record setting, behavioral and verbal data. It is also suggested that observation intervals be independent of one another so that more powerful statistical analysis may be performed on the data. Certain problematic or nondiscriminating variables would be eliminated from the system and more systematic and extensive use would be made of debriefings with subjects after observations.

The SBI and VBI systems generally proved effective instruments for assessing the diverse work and classroom setting that comprised the SETH program, and for assessing the verbal and functional behavior associated with different conditions. Further refinement of the evaluation system would lead to the emergence of a powerful instrument for comparing education in a range of both apprenticeship and classroom, non-formal and formal settings.